

## Stage 1: Identify Desired Results.

### **Established Goals:**

**Maine Learning Results**

**Content Area:** Social Studies

**Standard Label:** E. History

**Standard:** E1 Historical Knowledge, themes, and patterns

**Performance Indicators:** a,b,c,d

**Grade Level Span:** Grade 9-Diploma "The Revolutionary Era, 1754-1783"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

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### **What understandings are desired?**

*Students will understand that:*

- the Revolution had different effects on the economy.
- woman, Native Americans and Slaves impacted the Revolution.
- there were very many pivotal points in the Revolution in shaping America.

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### **What essential questions will be considered?**

- How did the Revolution affect the economy?
- Why was the involvement of sub groups in the revolution so important?
- How did the Revolution shape America?

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### **What key knowledge and skills will students acquire as a result of this unit?**

*Students will know:*

- Events- French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord.
- People- Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington.
- Sequence and Timelines- Order of events, picking and event and researching it, important years, turning points in the Revolution.

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*Students will be able to:*

- describe the effects of the Revolution on the economy.
- make sense of the different ways the economy was impacted during the revolution.
- exhibit the role of woman, slaves and Native Americans in the Revolution.
- argue the ways that the war shaped America.
- be open to the lives that woman, slaves and Native Americans lived.
- recognize that America was shaped through many pivotal points during the Revolution.

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## Stage 2: Determine acceptable evidence.

*What evidence will show that students understand?*

### Performance Tasks\* (Summary in G.R.A.S.P.S. form):

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**Goal:** The goal is to become a character and sustain a lifestyle while making decisions and choices they would have faced in everyday life during the Revolutionary Era.

**Role:** The role you choose is going to be a Woman, Native or American in the Revolutionary Era.

**Audience:** Your Audience will be the producers from a new reality TV series on CBS.

**Situation:** After you pick your role you will be auditioning for the reality TV show where you should essentially convince us you are that character.

**Product/Presentation:** The final product will be a compilation of 3-4 video logs where you have made different choices and proved your knowledge of the content.

**Standards** (Preparedness 25%, Comprehension 25%, Volume 10%, Enthusiasm 15%, Props 5%, Eye contact/Body language 20%, Content 30%, Knowledge 20%, Technology use 10%, Fair Use 10%, Organization 15%, Use of time in class 15%)



\*Complete a Performance Task Blueprint for each task (next page).

### Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

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- Record a speech or Podcast to explain differences or aspects that changed the economy.
- Create a timeline using an app of different events that impacted the Revolution.
- Make a short film on iMovie explaining life during the American Revolution
- Argue or persuade people about your opinions in the Revolution through a Blog.
- Make a slide show or wiki of Diary letters written to specific people after taking a role.
- Create a trailer or video log about different points that impacted the Revolution.

### Student Self-Assessment and Reflection:

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- Pre- Assessment: Survey students knowledge of the topic.
- Checking for Understanding: 3 minute pause, checking for understanding game, quizzes, exit cards, group discussion, cubing, oral questioning.
- Timely Feedback: Self, Peer, Teacher